

# VIOLENCE IS PREVENTABLE

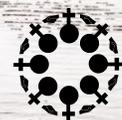
# VIP

# FACILITATOR GUIDE



**OCTOBER 2024**

(UPDATE OF AUGUST 2020 GUIDE)



BC Society of  
Transition Houses



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# VIOLENCE IS PREVENTABLE **VIP** FACILITATOR GUIDE



## THE VIOLENCE IS PREVENTABLE (VIP) FACILITATOR GUIDE

The VIP Facilitator Guide contains information to support PEACE Programs in the communication and delivery of the VIP Program. The BC Society of Transition Houses (BCSTH) encourages PEACE Program counsellors to use the Facilitator Guide in conjunction with the VIP Curriculum to enhance the effectiveness of the VIP presentations in BC communities. This October 2024 Facilitator Guide updates the August 2020 Facilitator Guide and is the companion of the October 2024 VIP Curriculum, which updates the August 2020 VIP Curriculum.

BCSTH would like to extend their gratitude to the PEACE and VIP Programs for the difference they make in the lives of children and youth throughout BC. VIP started in 2004 and these revised resources in 2024 commemorate the distinguished Program's 20th Anniversary.

The Facilitator Guide covers relevant topics that include an overview of the VIP Program, strategies for presenting VIP in schools, and guidance for VIP presentation preparation.

The VIP Facilitator Guide and Curriculum are intended to continue to be updated and enhanced over time. Through collaboration, we can work towards the common goal of preventing violence in BC.

If you have any suggestions, please contact [BCSTH](#).

## ACKNOWLEDGEMENTS



BCSTH gratefully acknowledges the funding and support of the Ministry of Public Safety and Solicitor General, which has made the development and production of the VIP Facilitator Guide possible.



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## OVERVIEW OF THE VIOLENCE IS PREVENTABLE (VIP) FACILITATOR GUIDE

### INTRODUCTION & PURPOSE

The BC Society of Transition Houses (BCSTH) is a member-based, provincial umbrella organization that, through leadership, support and collaboration enhances the continuum of services and strategies to respond to, prevent and end violence against all women, children and youth. BCSTH has the privilege of coordinating the Prevention, Education, Advocacy, Counselling and Empowerment (PEACE) Program and the Violence is Preventable (VIP) Program. The PEACE Program, formerly the Children Who Witness Abuse (CWWA) Program, is a free, confidential counselling program across BC for children and youth aged 3 to 18 who have experienced domestic violence. The VIP Program is a component of the PEACE Program, and is a free violence prevention education program that is delivered in grades K – 12 classrooms throughout BC by PEACE Program counsellors.

The purpose of the Facilitator Guide is to prepare and support PEACE Program counsellors delivering the VIP Program. It complements the updated 2024 VIP Curriculum, and the Facilitator Guide and VIP Curriculum are designed to be used together to support and guide PEACE Program counsellors in the preparation and delivery of VIP presentations. To provide support for the development of VIP presentations, the Facilitator Guide provides an overview of the history of the VIP Program, guidance and resources on how to approach schools with VIP, and statistics and student feedback that demonstrates the impact the VIP Program has on BC students. The

guide also provides clear steps on presentation preparation and delivery, and methods for collecting feedback on VIP presentations.

The VIP Curriculum is aligned with the Ministry of Education and Child Care's (MECC) Physical and Health Education (PHE) and Career Education (CE) curriculum. For grades K-6 the topics covered are Safety Planning and The Three Main Messages, Healthy Relationships, and Emotional Expression and Self Care. For Grades 7-9 Emotional Expression and Self Care is replaced with Online Safety and The Bystander Effect. For grades 10-12, in addition to the MECC's PHE and CE curriculum, VIP is also aligned with the Social Justice 12 (SJ12) curriculum. The topics covered for grades 10-12 students are Violence Against Women and Safety Planning, Healthy vs. Unhealthy Relationships, The Cycle of Abuse and Consent, and Online Safety and The Bystander Effect.

The VIP Program resources are designed to be supplemented and revised on an ongoing basis, and BCSTH welcomes feedback and recommendations. By working collaboratively, we can advance the shared goal of preventing violence.



## OVERVIEW OF THE VIP PROGRAM

### WHAT IS THE VIP PROGRAM?

The VIP Program is a comprehensive provincial strategy that connects children and youth in BC schools with PEACE Programs. Initiated in 2004, the VIP Program establishes a province-wide system offering students in grades K – 12 education and support for domestic violence through school presentations and counselling. VIP is a violence prevention initiative started by BCSTH and facilitated through PEACE Programs in collaboration with local schools.

The VIP Program delivers awareness and prevention presentations in grades K – 12, while the companion PEACE Program offers free, psycho-educational counselling and support services in the case of student disclosures of violence. These complementary services are coordinated by the PEACE Program and, in some instances, by the counsellor who facilitated the presentation.

PEACE Program counselling has a psycho-educational mandate and through both individual and group counselling supports children, youth and their non-offending caregivers to:

- Label and express the feelings they have experienced regarding the violence they have experienced.
- Understand healthy ways of dealing with, and expressing, anger.
- Understand that violence is not their fault.
- Develop skills and strategies to stay safe through the development of safety plans.
- Acknowledge issues surrounding loss and separation.
- Deconstruct myths about abuse and violence against women.
- Develop self-confidence.

The VIP Program breaks the silence on violence against women and girls and provides a safe space for students to speak and learn about domestic violence by offering free violence prevention education to students, educators, and community members. VIP also connects grades K – 12 students to local PEACE Program counsellors, and other support services, for children and youth with experiences of violence.

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As the provincial coordinator of the PEACE Program and the VIP Program, BCSTH supports VIP Program sites to:

- Build, nourish and facilitate partnerships between schools and communities and respond to the emotional, social, academic, and psychological needs of children and youth with experiences of domestic violence.
- Raise awareness among educators, school staff, parents, and students about violence against women and unhealthy relationships among school aged children and youth.
- Reduce the prevalence and severity of violence against women by providing education and awareness.
- Discuss tools and strategies for engaging and maintaining a healthy relationship.
- Break the silence around domestic violence and engage children and youth in conversation.
- Change attitudes about violence against women.
- Connect children and youth experiencing domestic violence with appropriate services and support.

By participating in the VIP Program, the PEACE Program agrees to deliver one, or a combination of, the following VIP activities:

- **Awareness Presentations:** For educators, parents and guardians to gain awareness of domestic violence and violence against women, as well as the impact it has on children and youth, and the ways in which the PEACE Program can help.
- **Violence Prevention Presentations:** In school classrooms or assemblies, present on domestic violence and violence against women, as well as the impact it has on children and youth, and the ways in which the PEACE Program can help.
- **Group Counselling:** Typically within the school or in a school setting, facilitated by PEACE Program counsellors.

There are additional resources and information on the [VIP Project page](#), found on the [BCSTH website](#). Please visit [bcsth.ca/vip](http://bcsth.ca/vip) for more information.



## WHY IS THE VIP PROGRAM IMPORTANT?

Studies have shown that 3 to 5 children and youth in every Canadian classroom have witnessed their mother being assaulted.<sup>1</sup> Every year in Canada, 85,000 to 362,000 children and youth witness or experience family violence.<sup>2</sup>

VIP educates children, youth, school staff, parents, and guardians about the effects of domestic violence and violence against women

in order to break the cycle of silence surrounding domestic violence. The VIP Program offers a curriculum aligned with the MECC's PHE, CE and SJ12 curricula, and connects school-aged children and youth with PEACE Program support services. Schools are a natural connection point for the VIP Program and the PEACE Program, as they foster a safe and supportive community environment for students.

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## VIP TODAY

VIP is a program that is in demand and well received across the province. During the 2021 – 2022 school year, 35 PEACE programs delivered VIP presentations in 75 K- 12 schools resulting in:

- 544 VIP presentations to children and youth.
- 75 presentations to educators, parents, and guardians.
- 157 adults participated in VIP.
- 5,787 students receiving VIP presentations or groups.
- 59 children and youth were referred or self-referred to PEACE Program support services after participating in a VIP presentation.

During the 2022 - 2023 school year, 41 PEACE Programs delivered VIP presentations in 79 K -12 schools resulting in:

- 367 presentations to children and youth.
- 94 presentations to educators, parents, and guardians.
- 468 adults participated in VIP.
- 6,211 students receiving VIP presentations or groups.
- 77 children and youth were referred or self-referred to PEACE Program support services after participating in a VIP presentation.

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<sup>1</sup> Jaffe, P., Wolfe, D., & Wilson, S.K. (1990). *Children of battered women*, Thousand Oaks, CA: Sage

<sup>2</sup> <https://www.unicef.org/protection/files/BehindClosedDoors.pdf>



## WHAT BC STUDENTS SAY ABOUT VIP

These quotations are from BC students who received VIP presentations in their schools. On the VIP presentation feedback forms the students expressed the following appreciation of the prevention curriculum.





## THE VIP CURRICULUM & THE MINISTRY OF EDUCATION AND CHILD CARE'S BC CURRICULUM

The VIP Curriculum is aligned with the Ministry of Education and Child Care (MECC) Physical and Health Education (PHE) and Career Education (CE) curriculum, filling an important gap in existing violence prevention programs for children and youth.

## PHE BIG IDEAS & CURRICULAR COMPETENCIES

### KINDERGARTEN – GRADE 9

#### **Big Ideas**

- Learning about ourselves and others helps us develop a positive attitude and caring behaviour, which helps us build healthy relationships (Grades K-1).
- Knowing about our bodies and making healthy choices helps us to look after ourselves (Grades K-1).
- Having good communication skills and managing our emotions enables us to develop and maintain healthy relationships (Grades 2-3).
- Adopting healthy personal practices and safety strategies protects ourselves and others (Grades 2-3).
- Our physical, emotional, and mental health are interconnected (Grades 2-3).
- Developing healthy relationships helps us feel connected, supported, and valued (Grades 4-5).
- We experience many changes in our lives that influence how we see ourselves and others (Grade 6).
- Healthy choices influence our physical, emotional, and mental well-being (Grade 6).
- Healthy relationships can help us lead rewarding and fulfilling lives (Grades 8-9).



## Curricular Competencies

- Identify and describe a variety of unsafe and/or uncomfortable situations (K).
- Describe ways to prevent and respond to a variety of unsafe and/or uncomfortable situations (Grade 1).
- Identify and describe characteristics of positive relationships (Grade 2).
- Identify and describe feelings and worries (Grades K-1), and strategies for dealing with them (Grades 2-3).
- Identify and describe avoidance or assertiveness strategies to use in unsafe and/or uncomfortable situations (Grades 2-4).
- Describe and apply strategies for developing and maintaining positive relationships (Grades 3-6).
- Describe and apply strategies that promote a safe and caring environment (Grades 4-5).
- Explore and describe how personal identities adapt and change in different settings and situations (Grades 5-6).
- Identify and describe strategies for avoiding and/or responding to potentially unsafe, abusive and exploitative situations (Grades 5-7).
- Describe and apply strategies for developing and maintaining healthy relationships (Grade 7).
- Describe and assess strategies for responding to discrimination, stereotyping and bullying (Grade 7).
- Propose strategies for developing and maintaining healthy relationships (Grades 8-9).
- Create and assess (Grades 7-8) and evaluate (Grade 9) strategies for managing physical, emotional and social changes during puberty and adolescence (Grades 7-9).
- Propose (Grade 8) and analyse (Grade 9) strategies for responding to discrimination, stereotyping and bullying (Grades 8-9).
- Propose strategies for avoiding and/or responding to potentially unsafe, abusive and exploitative situations (Grades 8-9).

## **CE BIG IDEAS & CURRICULAR COMPETENCIES**

### Big Ideas

- Family and community relationships can be a source of support and guidance when solving problems and making decisions (Grades 4-5).

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## Curricular Competencies

- Recognize the importance of positive relationships in their lives (Grades K-3).
- Share ideas, information, personal feelings and knowledge with others (Grades K-3).
- Appreciate the influence of peer relationships, family and community on personal choices and goals (Grades 4-5).
- Demonstrate safe behaviours in a variety of environments (Grade 5).
- Question self and others about the reciprocal relationship between self and community (Grade 7).
- Appreciate the importance of respect, inclusivity and other positive behaviours in diverse collaborative learning environments (Grade 7).

## **GRADE 10 – 12**

For the grades 10 to 12 VIP curriculum, the MECC's PHE Curriculum is reflected alongside the MECC's Social Justice 12 Curriculum and the MECC's Career-Life Connections (CLC) Curriculum.

## PHE Big Ideas

- Healthy choices influence, and are influenced by, our physical, emotional and mental well-being (Grade 10).

## PHE Curricular Competencies

- Propose strategies for avoiding and responding to potentially unsafe, abusive, or exploitative situations (Grade 10).
- Develop skills for maintaining healthy relationships and responding to interpersonal conflict (Grade 10).
- Analyze the potential effects of social influences on health (Grade G10).
- Create and evaluate strategies for managing physical, emotional, and social changes during puberty and adolescence (Grade G10).
- Analyze strategies for responding to discrimination, stereotyping, and bullying (Grade G10).
- Explore and describe the factors that shape personal identities, including social and cultural factors (Grade 10).

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## **Social Justice 12 Big Ideas**

- Social justice issues are interconnected.
- Social justice initiatives can transform individuals and systems.
- Individual worldviews shape and inform our understanding of social justice issues.
- The causes of social injustice are complex and have lasting impacts on society.

## **Social Justice 12 Curricular Competencies**

- Self-identity and an individual's relationship to others.
- Social injustices in Canada and the world affecting individuals, groups and society.
- Make reasoned ethical judgements about controversial actions in the past or present after taking into consideration the context, and standards surrounding right and wrong.

## **CLC Curricular Competencies**

- Explore and evaluate personal strategies, including social, physical and financial to maintain wellbeing.
- Demonstrate and reflect on inclusive, respectful and safe interactions in multiple career-life contexts.



## HOW TO INCORPORATE VIP INTO SCHOOLS

In preparation for presenting the VIP Program in schools, obtain background information that may be useful to tailor the presentations to meet the needs of the school, and the local community. This may include getting in contact with the school principal, school counsellor or classroom teacher to inquire about the interests of the class, their maturity level and perhaps challenges they may be facing.

If your PEACE Program is new to offering VIP presentations, it is recommended to watch the *Tips and Tools for Supporting VIP Program in Schools* webinar. This webinar is available in the [BCSTH Webinar Library](#) as a part of the [VIP Webinar Training Series](#). This webinar addresses many of the salient challenges faced by PEACE Programs struggling to get VIP into schools, and offers practical tools for connecting with local schools.

## TIPS FOR WORKING WITH THE SCHOOL COMMUNITY

### **Some Questions to Consider when Planning to Approach Schools**

- What does the school need to know before they can decide whether they will partner with the VIP Program? How can I provide them with the necessary information?
- What are the social, cultural, developmental and economic needs of the school community? In what ways does the VIP Program reflect the school's needs?
- What other violence prevention programs are in place at the school already? What can the VIP Program offer that is unique, and complements the other programs?
- Who is the primary contact for the VIP Program at the school? Is there a possible VIP Program advocate at the school? If so, can they be involved in the presentation and in what capacity?
- Has the school already been involved with the VIP Program? If so, in what ways does that relationship impact the purpose and approach of the VIP Program at that school today?



## **Steps to Promote the VIP and PEACE Programs in Schools**

- Introduce the PEACE Program and local PEACE Program counsellors, and their organization, to the school.
- Connect with school staff and personnel, including principals, teachers, school counsellors, librarians, administrators, parent organizations and the school board.
- Work to establish a working relationship between the PEACE Program and the school, encouraging the school to recognize the PEACE and VIP Programs as allied resources for the school.
- Share the VIP Promotional Video, VIP Curriculum, VIP brochure, VIP postcards and wallet cards, and other VIP and PEACE Program resources with school staff and personnel.
- Discuss the impact of the VIP Program by using the statistics and student feedback found in this Facilitator Guide and emphasize the [alignment of the VIP Program with the MECC's PHE, CE and SJ12 curricula](#).
- Explain the ways in which the VIP Program will assist teachers, and explore and address any concerns or hesitations school staff and personnel may have regarding the VIP Program.

Sample letters for connecting with schools, school districts, parents and guardians are available in [Appendix C](#).

## **Key Considerations for VIP Presentations in Schools**

- How much time is the school able to allocate for the VIP presentation? If appropriate, is there a chance to offer more than one presentation?
- Who will the audience be? The audience may range from students to school staff and personnel, parents and guardians and community members. How many people are expected to attend? Will those with decision-making power be in attendance? What does this audience need to know about the most?
- What grades and age ranges will be reached?
- How can the VIP presentation be engaging and address different learning styles?



## **INFORMATION TO SUPPORT VIP PROGRAM ADVOCACY IN SCHOOLS**

### **The Impacts in the Classroom**

If schools have a reason to believe that a student or students have experienced or witnessed domestic violence, BCSTH recommends that they contact their local PEACE Program for support. Consider sharing the BCSTH [\*In Every Classroom\*](#) video with school staff, school personnel, parents and guardians.

### **What Schools Can Do to Support Students**

If schools notice behaviour that suggest students are responding to domestic violence and violence against women, they can take the following recommended steps to support students.

- Partner with your local PEACE Program and arrange for VIP Program services to be offered in your school.
- Have the school counsellor connect regularly with students.
- Provide structure and routine in the classroom to create a sense of security and stability for students.
- Help students deal with conflicts in the classroom.
- Help students learn skills to make connections with peers and to develop empathy for others.
- Always model acceptance of differences by valuing diversity. Be sure to address discrimination, stereotyping and harassment.
- Approach students consistently with composure and patience, and model nurturing interactions with students.
- Create opportunities for appropriate noise and fun in the classroom.
- Consider adjusting expectations of homework and schoolwork for students you suspect may be experiencing domestic violence.
- Offer encouragement and validation of students' feelings.



## **DELIVERING VIP PRESENTATIONS**

### **PRESENTATION PREPARATION CHECKLIST**

#### **Confirm:**

- The date and time of the presentation.
- The audience and location of the presentation, and who to connect with upon arrival.
- Equipment the school has on site, how to access the equipment, and how much time will be required to set up equipment in time for the presentation.
- The presentation curriculum and handouts are in order.
- Who will present during the presentation, and which school staff will be present to support classroom management and safety.

#### **Possible Presentation Materials:**

- USB flash drive with VIP resources.
- Handouts and worksheets.
- PEACE Program brochure.
- VIP postcards for relevant ages.
- VIP wallet cards with contact information added.
- PEACE Program counsellor business cards, if applicable.
- Materials needed for a specific activity, such as art supplies.
- Adults and student feedback forms.
- Flipchart and markers.
- Laptop, internet access, projector, speakers, screen, extension cord and power bar, as necessary.



## **HOW TO HANDLE DISCLOSURES BY STUDENTS**

### **The “Do’s”:**

- Give the student your undivided attention and listen calmly.
- Try and contain the student so they do not share their story in a large classroom setting.
- Try to take some time away from the large group to connect with the student.
- Explain to the student exactly what will happen when the disclosure has been made so the student is not misled.
- Reassure the student that the violence is not their fault.
- Consult with the appropriate school staff.
- Create an atmosphere of safety and trust.
- Assist the student in making a personalized safety plan.

### **The “Do Not’s”:**

- Mislead the student that the crisis has passed.
- Minimize the situation.
- Promise secrecy.
- Make promises of what may or may not happen next.
- Take sole responsibility for supporting the student.

### **Key Messages for the Students:**

- Violence is never okay.
- Violence is not their fault.
- They are not alone.
- There are safe places for women, children and youth to be sheltered.
- There is support and help available. If appropriate, provide those referrals.

The VIP Webinar Training series includes a webinar on Unhealthy Relationships, Types of Violence and Navigating Disclosures. It is available to watch in the BCSTH Webinar Library [here](#).



## USE OF FEEDBACK SURVEYS IN VIP PRESENTATIONS

As part of school-based presentations, VIP Program facilitators distribute VIP presentation student feedback surveys in grades 4 through 12, and adult VIP awareness presentation surveys for adult participants.

The feedback surveys allow students and adults who attend VIP presentations to provide feedback and to shape how future VIP presentations are delivered. Additionally, feedback allows VIP and PEACE Programs to reflect on their presentations to determine what was successful and what can be improved upon.

BCSTH collects valuable information and statistics from student and adult feedback as to the impact of the VIP Program to use in advocacy efforts.

See sample feedback forms in [Appendix D](#).

## CULTURAL SAFETY RESOURCES & CONSIDERATIONS FOR DELIVERING VIP

- **Webinar:** [Considerations for doing VIP with Diverse Communities](#)

This webinar shares considerations for doing violence prevention work with immigrant and refugee children and youth and their parents and caregivers.

- **Webinar:** [Cultural Safety and Building Relationships with our Local Indigenous Communities](#)

Presenters in this webinar share knowledge and stories that show the importance of building meaningful relationships with our local Indigenous communities in respectful ways to bring cultural safety into our work with children and youth.

- **Toolkit:** [Increasing Access to PEACE Programs for Indigenous Children, Youth and Non-Offending Caregivers](#)



## FREQUENTLY ASKED QUESTIONS

The frequently asked questions section represents some of the common inquiries BCSTH gets from PEACE Programs about the preparation and delivery of the VIP Program. If you have questions that are not addressed here, please do not hesitate to use the VIP listserv as a resource. If you would like to be signed up for the VIP listserv, please contact [BCSTH](#).

**Question: How many VIP presentations are we expected to do in each classroom?**

**Answer:** The hope is that PEACE programs can deliver 2-4 total presentations in each classroom. The curriculum can be adjusted for a single classroom presentation, however 2 or more is ideal. Some programs that have long-standing relationships with their local schools may require less time to set up presentations, and as a result, may be able to do more presentations. In other communities, PEACE programs may be working to build relationships with schools to offer more presentations in the future. Both options are fine and BCSTH supports all VIP programs who are nourishing and building relationships within schools and the community.

**Question: How do we address violence against men in the VIP Program?**

**Answer:** The VIP Program aims to create safe spaces for conversations about healthy and unhealthy relationships, making space to address all types of violence and to address the reality that women and men can both be victims of relationship violence. However, it is important for PEACE and VIP Programs to highlight the statistics and historical evidence that women are at greater risk for being victims of domestic violence.

**Question: How does the VIP Program support 2SLGBTQQA+ populations?**

**Answer:** BCSTH recommends highlighting in VIP presentations that healthy relationship conversations are inclusive of all types of relationships. The VIP Program is not specifically designed to support one type of relationship, rather, the healthy relationship conversation offers themes, tools and strategies for encouraging healthy and safe relationships for all. BCSTH's mission and mandate is to prevent violence against all women, self-identified women, children and youth and the VIP Program is designed to educate on the prevalence of violence against all women and to welcome all school-aged children and youth to participate in our mission to reduce gender-based violence.

There may be a local Pride group, a school diversity club, or a sexual health educator in your community who specializes in supporting the 2SLGBTQQA+ community. It is okay for the PEACE Program counsellor not to be an expert in all areas and BCSTH recommends that PEACE Programs build relationships with other community resources to enhance the network of support.



**Question: What schools are eligible to receive VIP presentations?**

**Answer:** All schools are eligible to receive VIP presentations, including public schools, private schools, and religious schools.

**Question: How can we spend the VIP honorarium?**

**Answer:** The VIP honorarium is intended to help your PEACE Program offer the VIP Program to local schools by covering some of the related expenses incurred by delivering the VIP Program. Depending on your organization's needs, some ideas as to how to spend your honorarium may include:

- Developing short videos or pre-recorded sessions if unable to deliver presentations in person.
- Providing a volunteer or co-facilitator subsidy.
- Purchasing psycho-educational materials, games and books to be used as part of VIP programming.
- Language translation of VIP Program materials.
- Transportation costs related to VIP Program delivery.
- Printing, photocopying, mailing, information and public awareness materials.



## **APPENDIX A - VIP WEBINAR SERIES**

All webinars in the VIP Webinar Training Series can be available in the [BCSTH Webinar Library](#).

### **Tips and Tools for Supporting VIP Programs in Schools**

This webinar gives VIP Programs tips and tools for effectively strengthening community relationships within the school environment. This webinar is presented as a panel discussion with three experienced PEACE Program workers who have collectively spent over 50 years working to prevent violence in their communities.

### **VIP Considerations for Remote Deliveries Webinar**

This panel discussion engages VIP Programs to think creatively about how to deliver curriculum remotely. BCSTH developed this webinar to meet the needs of VIP Programs during COVID-19.

### **Tips and Strategies for Delivering VIP in Middle School**

This webinar focuses on VIP curriculum content, activities and deliverables appropriate for middle school children and offers tips and strategies for sharing key curriculum topics, and gathering resources for future presentations. Delivered as an interactive workshop, this recording offers places to pause and reflect on aspects of VIP delivery.

### **Engaging Elementary Aged Kids and Exploring VIP Resources**

This webinar focuses on VIP curriculum content and presentation tools specific to elementary aged children. It offers tips and strategies for engaging younger audiences in difficult conversations.

### **Tips for Delivering VIP Curriculum Topics: Consent, Online Safety & the Cycle of Abuse**

This webinar focuses on the VIP curriculum content specific to the cycle of abuse, consent and online safety for middle school and high school aged youth. It provides tips, strategies and resources for sharing these curriculum topics and enhancing VIP presentations. NOTE: This webinar contains some content that viewers may find distressing.

### **Unhealthy Relationships, Types of Violence and Navigating Disclosures**

This webinar focuses on the VIP curriculum content specific to Healthy & Unhealthy relationships and Types of Violence, and discusses strategies for navigating disclosures while delivering a VIP presentation.

### **Considerations for doing VIP with Diverse Communities**

This webinar shares considerations for doing violence prevention work with immigrant and refugee children and youth and their parents and caregivers.

### **Cultural Safety and Building Relationships with our Local Indigenous Communities**

Presenters in this webinar share knowledge and stories that show the importance of building meaningful relationships with our local Indigenous communities in respectful ways to bring cultural safety into our work with children and youth.



## **ADDITIONAL RESOURCES**

### **Tutorial:**

[Creating Online VIP Feedback Evaluations with Survey Monkey](#)

### **Promotional Videos:**

[Violence is Preventable \(VIP\) Program](#)  
[VIP Public Service Announcement](#)

Click [here](#) to visit the BCSTH Webinar Library, a repository for all webinars produced by BCSTH.



## APPENDIX B

### THE MINISTRY OF EDUCATION AND CHILD CARE’S BC CURRICULUM & VIP PROGRAM

The tables below showcase the ways in which the VIP Program aligns with the Ministry of Education and Child Care’s (MECC) [Physical Health Education \(PHE\)](#) and [Career Education \(CE\)](#) Big Ideas and curricular competencies.

GRADE	TOPIC	MECC PHE & CE BIG IDEAS & CURRICULAR COMPETENCIES
K-3	<b>Day 1</b> <ul style="list-style-type: none"> <li>Safety Planning and The Three Main Messages</li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe a variety of unsafe and/or uncomfortable situations (PHE K).</li> <li>Describe ways to prevent and respond to a variety of unsafe and/or uncomfortable situations (PHE G1).</li> <li>Identify and describe avoidance or assertiveness strategies to use in unsafe and/or uncomfortable situations (PHE G2, G3).</li> <li>Recognize the importance of positive relationships in their lives (CE K, G1, G2, G3).</li> </ul>
	<b>Day 2</b> <ul style="list-style-type: none"> <li>Healthy Relationships</li> </ul>	<ul style="list-style-type: none"> <li>Learning about ourselves and others allows us to build caring attitudes and behaviours and enables us to maintain healthy relationships (PHE Big Ideas, K, G1).</li> <li>Identify and describe characteristics of positive relationships (PHE G2).</li> <li>Describe and apply strategies for developing and maintaining positive relationships (PHE G3).</li> <li>Share ideas, information, personal feelings and knowledge with others (CE K, G1, G2, G3).</li> <li>Recognize the importance of positive relationships in their lives. (CE K, G1, G2, G3).</li> </ul>
	<b>Day 3</b> <ul style="list-style-type: none"> <li>Emotional Expression and Self Care</li> </ul>	<ul style="list-style-type: none"> <li>Knowing about our bodies and making healthy choices helps us look after ourselves (PHE Big Ideas, K).</li> <li>Our physical, emotional, and mental health are interconnected (PHE Big Ideas, G2, G3).</li> <li>Identify and describe feelings and worries (PHE K, G1) and strategies for dealing with them (PHE G2).</li> </ul>

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GRADE	TOPIC	MECC PHE & CE BIG IDEAS & CURRICULAR COMPETENCIES
4-6	<b>Day 1</b> <ul style="list-style-type: none"> <li>Safety Planning and The Three Main Messages</li> </ul>	<ul style="list-style-type: none"> <li>Family and community relationships can be a source of support and guidance when solving problems and making decisions (CE Big Ideas G4, G5).</li> <li>Identify and describe avoidance or assertiveness strategies to use in unsafe and/or uncomfortable situations (PHE G4).</li> <li>Identify and describe strategies for avoiding and/or responding to potentially unsafe, abusive or exploitative situations (PHE G5, G6)</li> </ul>
	<b>Day 2</b> <ul style="list-style-type: none"> <li>Healthy Relationships</li> </ul>	<ul style="list-style-type: none"> <li>Developing healthy relationships helps us feel connected, supported, and valued (PHE Big Ideas G4, G5).</li> <li>We experience many changes in our lives that influence how we see ourselves and others (PHE Big Ideas G6).</li> <li>Describe and apply strategies for developing and maintaining positive relationships (PHE G4, G5, G6).</li> <li>Appreciate the influence of peer relationships, family and community on personal choices and goals (CE G4, G5).</li> </ul>
	<b>Day 3</b> <ul style="list-style-type: none"> <li>Emotional Expression and Self Care</li> </ul>	<ul style="list-style-type: none"> <li>Students are expected to demonstrate safe behaviours in a variety of environments (CE Big Ideas, G5).</li> <li>Healthy choices influence our physical, emotional, and mental well-being (PHE Big Ideas, G6).</li> <li>We experience many changes in our lives that influence how we see ourselves and others (PHE Big Ideas G6).</li> <li>Describe and apply strategies that promote a safe and caring environment (PHE G4, G5).</li> <li>Explore and describe how personal identities adapt and change in different settings and situations (PHE G5, G6).</li> </ul>

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GRADE	TOPIC	MECC PHE & CE BIG IDEAS & CURRICULAR COMPETENCIES
7-9	<b>Day 1</b> <ul style="list-style-type: none"> <li>Safety Planning and The Three Main Message</li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations (PHE G7).</li> <li>Propose strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations (PHE G8, G9).</li> </ul>
	<b>Day 2</b> <ul style="list-style-type: none"> <li>Healthy Relationships</li> </ul>	<ul style="list-style-type: none"> <li>Healthy relationships can help us lead rewarding and fulfilling lives. (PHE Big Ideas, G8, G9).</li> <li>Question self and others about the reciprocal relationship between self and community (CE G7).</li> <li>Describe and apply strategies for developing and maintaining healthy relationships (PHE G7).</li> <li>Appreciate the importance of respect, inclusivity and other positive behaviours in diverse collaborative learning environments (CE Grade 7).</li> <li>Propose strategies for developing and maintaining healthy relationships (PHE G8, G9).</li> </ul>
	<b>Day 3</b> <ul style="list-style-type: none"> <li>Online Safety and The Bystander Effect</li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe (G7) and propose (G8, G9) strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations (PHE G8, G9).</li> <li>Describe and assess (G7), propose (G8) and analyze (G9) strategies for responding to discrimination, stereotyping, and bullying (PHE G7, G8, G9).</li> <li>Appreciate the importance of respect, inclusivity and other positive behaviours in diverse collaborative learning environments (CE Grade 7).</li> <li>Create and assess (G7, G8) and evaluate (G9) strategies for managing physical, emotional, and social changes during puberty and adolescence (PHE G7, G8, G9).</li> </ul>

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For grades 10-12, the Career Education curriculum is replaced by the [Career-Life Connections \(CLC\)](#) and [Career-Life Education \(CLE\)](#) curriculum. The VIP curriculum also aligns with the [Social Justice 12](#) Big Ideas and curricular competencies for these grades.

GRADE	TOPIC	MECC PHE, CLC & SJ12 BIG IDEAS & CURRICULAR COMPETENCIES
10-12	<b>Day 1</b> <ul style="list-style-type: none"> <li>Violence Against Women and Safety Planning</li> </ul>	<ul style="list-style-type: none"> <li>Propose strategies for avoiding and responding to potentially unsafe, abusive, or exploitative situations (PHE G10).</li> <li>Explore and evaluate personal strategies, including social, physical, and financial, to maintain well-being (CLC).</li> <li>Demonstrate and reflect on inclusive respectful and safe interactions in multiple career-life contexts (CLC).</li> <li>Self-Identity and an Individual's relationship to others (SJ12).</li> <li>Social injustices in Canada and the world affecting individuals, groups and society (SJ12).</li> </ul>
	<b>Day 2</b> <ul style="list-style-type: none"> <li>Healthy vs Unhealthy Relationships</li> </ul>	<ul style="list-style-type: none"> <li>Explore and describe the factors that shape personal identities, including social and cultural factors (PHE G10).</li> <li>Develop skills for maintaining healthy relationships and responding to interpersonal conflict (PHE G10).</li> <li>Demonstrate and reflect on inclusive respectful and safe interactions in multiple career-life contexts (CLC).</li> <li>Self-Identity and an individual's relationship to others (Social Justice 12).</li> </ul>
	<b>Day 3</b> <ul style="list-style-type: none"> <li>The Cycle of Abuse and Consent</li> </ul>	<ul style="list-style-type: none"> <li>Explore and describe the factors that shape personal identities, including social and cultural factors (PHE 10).</li> <li>Analyze the potential effects of social influences on health (PHE G10).</li> <li>Create and evaluate strategies for managing physical, emotional, and social changes during puberty and adolescence (PHE G10).</li> <li>Self-Identity and an individual's relationship to others (Social Justice 12).</li> <li>Explore and evaluate personal strategies, including social, physical, and financial, to maintain well-being (CLC).</li> <li>Demonstrate and reflect on inclusive respectful and safe interactions in multiple career-life contexts (CLC).</li> </ul>
	<b>Day 4</b> <ul style="list-style-type: none"> <li>Online Safety and The Bystander Effect</li> </ul>	<ul style="list-style-type: none"> <li>Propose strategies for avoiding and responding to potentially unsafe, abusive, or exploitative situations (PHE G10).</li> <li>Analyze the potential effects of social influences on health (PHE G10).</li> <li>Analyze strategies for responding to discrimination, stereotyping, and bullying (PHE G10).</li> <li>Explore and evaluate personal strategies, including social, physical and financial to maintain well-being (CLC).</li> <li>Demonstrate and reflect on inclusive respectful and safe interactions in multiple career-life contexts (CLC).</li> <li>Self-identity and an individual's relationship to others (Social Justice 12).</li> <li>Make reasoned ethical judgements about controversial actions in the past or present after considering the context and standards of right and wrong (Social Justice 12).</li> </ul>

For more information on the VIP Program, please visit the [VIP Program Page](#) on the BCSTH website.



## **APPENDIX C**

### **SAMPLE LETTER TO SCHOOLS FROM THE VIP PROGRAM**

Date: \_\_\_\_\_

Dear: \_\_\_\_\_

The Violence is Preventable (VIP) Program is a comprehensive provincial strategy founded in 2004 that links schools in British Columbia with the Prevention, Education, Advocacy, Counselling and Empowerment (PEACE) Program for children and youth. The VIP Program offers free educational prevention presentations to educators, students, parents and guardians. The VIP Program also links school-aged children and youth experiencing domestic violence to PEACE Program counsellors and other support services in the province.

Studies have shown that 3 to 5 children and youth in every Canadian classroom have experienced violence in their home. Every year in Canada, 85,000 to 362,000 children and youth witness or experience family violence. The VIP and PEACE Programs provide educators with a tailored awareness and prevention curriculum, and support services to assist them in supporting children and youth in their classrooms.

The VIP Program is in demand and well received throughout BC. During the 2022 - 2023 school year, 41 PEACE Programs delivered VIP presentations in 79 K -12 schools resulting in:

- 367 presentations to children and youth.
- 94 presentations to educators, parents, and guardians.
- 468 adults participated in VIP.
- 6,211 students receiving VIP presentations or groups.
- 77 children and youth were referred or self-referred to PEACE Program support services after participating in a VIP presentation.

The VIP Curriculum is divided by age to meet the needs of students ranging from K-12 while also addressing topics from the Ministry of Education and Child Care's BC curriculum to empower an understanding of healthy living and relationships.

VIP presentations include:

- Awareness education for educators, parents and guardians about the impact of domestic violence on children and youth, and the ways the PEACE Program can help.
- Violence prevention presentations for school-aged children in their schools about the impact of experiencing domestic violence on children and youth, and the ways the PEACE Program can help.
- Group counselling within the school, conducted by PEACE Program counsellors.

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To recognize the [2024 Victims and Survivors of Crime Week](#), the BC Society of Transition Houses launched a [‘Violence is Preventable’ Public Service Announcement](#) to raise awareness about the VIP Program and highlight how ‘Violence Is Preventable’ or VIP, teaches students how to stay safe and build healthy relationships, and reminds them that they are not alone. Please visit [bcsth.ca/VIP](http://bcsth.ca/VIP) for more information about the VIP Program, and to learn more about about the [VIP](#) and [PEACE](#) Programs in your area, or to schedule a VIP presentation, please contact:

PEACE Program counsellor’s name: \_\_\_\_\_

PEACE Program counsellor’s contact details: \_\_\_\_\_

Organization’s name: \_\_\_\_\_

Organization’s contact details: \_\_\_\_\_

Sincerely,

\_\_\_\_\_



## SAMPLE LETTER FOR SCHOOLS TO SEND TO PARENTS & GUARDIANS

Date: \_\_\_\_\_

Dear Parents and Guardians: \_\_\_\_\_

As part of the Ministry of Education and Child Care’s BC Curriculum for grade K – 12 students, school name has invited PEACE Program’s organization name to offer educators, school staff and students with presentations from the Violence Is Preventable (VIP) Program.

PEACE Program’s organization name will be visiting our school on date(s) and will be facilitating presentation description.

The VIP Program is a violence prevention education and awareness program that offers educators, staff, students, parents and guardians throughout BC with information and resources regarding healthy relationships, domestic violence and safety.

Our school district is pleased to have the VIP Program at our school and in our community as it brings practical violence prevention information, resources and support services provided by PEACE Program’s organization.

To recognize the [2024 Victims and Survivors of Crime Week](#), the BC Society of Transition Houses launched a [‘Violence is Preventable’ Public Service Announcement](#) to raise awareness about the VIP Program and highlight how ‘Violence Is Preventable’ or VIP, teaches students how to stay safe and build healthy relationships, and reminds them that they are not alone. Please visit [bcsth.ca/VIP](http://bcsth.ca/VIP) for more information about the [VIP Program](#), and to learn more about the VIP and [PEACE Programs](#) in your area, or to schedule a VIP presentation, please contact:

If you have any questions or concerns regarding the content and nature of the VIP Program, please do not hesitate to contact insert name of VIP facilitator and contact details here. Your cooperation and support is greatly appreciated.

Respectfully,

\_\_\_\_\_



## **SAMPLE LETTER TO SEND TO SCHOOL DISTRICT STAFF**

Date: \_\_\_\_\_

Dear: \_\_\_\_\_

In Canada, it is estimated that 3 to 5 children and youth in every Canadian classroom have witnessed violence in their home and every year up to 362,000 Canadian children and youth witness or experience family violence. The Violence Is Preventable (VIP) Program is a free, school-based violence prevention program for grades K – 12 students in British Columbia.

The VIP Program is fully funded and links BC schools with Prevention, Education, Advocacy, Counselling and Empowerment (PEACE) Programs for children and youth with experiences of domestic violence.

The VIP Program is in demand and well received throughout BC. During the 2022 - 2023 school year, 41 PEACE Programs delivered VIP presentations in 79 K -12 schools resulting in:

- 367 presentations to children and youth.
- 94 presentations to educators, parents, and guardians.
- 468 adults participated in VIP.
- 6211 students receiving VIP presentations or groups.
- 77 children and youth were referred or self-referred to PEACE Program support services after participating in a VIP presentation.

The VIP Curriculum is divided by age to meet the needs of students ranging from K-12 while also addressing topics from the Ministry of Education and Child Care's BC curriculum to empower an understanding of healthy living and relationships.

VIP presentations include:

- Awareness education for educators, parents and guardians.
- Violence prevention presentations in classes or at school assemblies.
- Group counselling within the school, conducted by PEACE Program counsellors.

As a PEACE Program counsellor at PEACE Program's organization name \_\_\_\_\_, I would be grateful for an introduction to your Safe Schools Coordinator or a member of your School Safety Team to discuss the possibility of bringing the VIP Program to schools in **school district number**. You can learn more about the VIP Program by visiting [bcsth.ca/VIP](https://bcsth.ca/VIP) or by watching [this short promotional video](#). Additionally, to recognize the [2024 Victims and Survivors of Crime Week](#), the BC Society of Transition Houses launched a ['Violence is](#)

# VIOLENCE IS PREVENTABLE **VIP** FACILITATOR GUIDE



Preventable' Public Service Announcement to raise awareness about the VIP Program and highlight how 'Violence Is Preventable' or VIP, teaches students how to stay safe and build healthy relationships, and reminds them that they are not alone.

If you have any questions or concerns, or would like to further discuss the VIP and PEACE Programs, please do not hesitate to contact me:

**PEACE Program counsellor's name:** \_\_\_\_\_

**PEACE Program counsellor's contact details:** \_\_\_\_\_

**Organization's name:** \_\_\_\_\_

**Organization's contact details:** \_\_\_\_\_

\_\_\_\_\_  
Sincerely,



## TIPS FOR CONTACTING SCHOOL DISTRICTS

- Two websites that may facilitate communication with school districts:
  - [School District Contacts Map](#)
  - [Find a school in BC](#)
- If the school district is new to you, consider contacting more senior-level staff first.
- Ask to be introduced to the School Safety Team or Safe Schools Coordinator. Every school district has a Safe Schools Coordinator, and large school districts have School Safety Teams.
- As you build connections, consider networking by asking to be introduced to colleagues and other school staff and personnel.
- British Columbia has 60 school districts and 365 independent schools. You can find the contact information for independent schools [here](#).
- Remind schools that VIP is fully funded and all VIP Programming is offered at no cost.



**APPENDIX D**

**SAMPLE ADULT FEEDBACK SURVEY**

**Adult VIP Awareness Presentations: Feedback Survey**

*To be completed by adults after the presentation*

We want to hear from you! Your feedback is very important to us, but it is your choice whether you complete this survey. All your answers are confidential and will be reported anonymously.

**School District:**

**Circle your role:** Educator   Parent   Guardian   Other:

**If you are an educator, what grade(s) do you teach?**

Please circle the number that best describes how much you agree with the sentence.

	Not at all true	A little bit true	Pretty true	Quite true	Very true
<i>Before the presentation, I had knowledge about the impact of domestic violence on children and youth.</i>	1	2	3	4	5
<i>This presentation increased my awareness regarding the impact of domestic violence on children and youth.</i>	1	2	3	4	5
<i>This presentation increased my knowledge about how to help children and youth who have experienced domestic violence.</i>	1	2	3	4	5
<i>I see a role for the VIP program in our school system.</i>	1	2	3	4	5
<i>I think that community-school partnerships, such as the one with the VIP Program, enable schools to better meet the needs of students.</i>	1	2	3	4	5
<i>I am interested in learning more about the impacts of domestic violence and the ways that educators and community members can make a difference in the lives of children and youth.</i>	1	2	3	4	5

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**What is something that you heard in today's presentation that you feel will stay with you?**

**Do you have any suggestions about how to improve the presentation, or any suggestions for the VIP Program in general?**

Thank you for your feedback!



## SAMPLE STUDENT FEEDBACK SURVEY

### **VIP Presentation: Student Feedback Survey**

*To be completed by grade 4 – 12 students after the presentation*

We want to hear from you! It is your choice if you would like to complete this survey. Your feedback is very important to us, and by filling out this survey you can help us see what students like, what they learned and how we can make the VIP Program even better. Please do not write your name on this survey as they are completely anonymous. Thank you for your time.

#### **Grade:**

Please circle the number that best describes how much you agree with the sentence.

	Not at all true	A little bit true	Pretty true	Quite true	Very true
<i>I learned about the signs of violence and abuse.</i>	1	2	3	4	5
<i>I learned that everyone deserves to feel safe.</i>	1	2	3	4	5
<i>I learned about the places where I can get help if I experience violence or abuse.</i>	1	2	3	4	5
<i>I think that the things I learned today are important for me to know.</i>	1	2	3	4	5
<i>I think that all students should get a chance to have a VIP presentation in their class.</i>	1	2	3	4	5

**What was the most important part of the presentation that you think you will remember?**

**If you have any ideas for making the presentation even better, please write them for us here.**

Thank you for your feedback!

